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ABSTRACT

Descriptions of six junior college English programs focus primarily on the teaching of composition skills and literature. Course offerings, textbooks, student evaluation procedures, faculty and student body profiles, and enrollment trends are also discussed. (RL)

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CLARINDA COMMUNITY COLLEGE

Alice Wagoner

BACKGROUND

Clarinda Community College, Clarinda, Iowa (now a branch of Iowa Western Community College) was founded in 1923 as Clarinda Junior College. Although it originally shared faculty and facilities with Clarinda High School, in 1963 the College moved to an eight-acre campus which now has four class-room buildings, a separate library, and three residence halls.

Enrollment has fluctuated throughout the college's twenty-three years of operation, with a range from 43 in 1923 to over 565 in 1966. The title "Junior College" was changed to "Community College" after redistricting in 1958.

Operating as a public junior college, it is required to accept all students who are high school graduates. Consequently the quality of preparation and background of its students varies widely. Each year there are a small number of adult students in attendance, and a few foreign students. A study in 1965 revealed that approximately 80% of Clarinda's students transfer to four-year colleges; the remainder are terminal students.

The student body is drawn from rural areas and small towns of southwest Iowa, with only a small percent coming from cities, out-state, or other states. Many who attend do so for economic reasons, and therefore their purpose is serious.

The college has operated on the semester system since its beginning.

Courses in Freshman Composition and Rhetoric were included in the original curriculum and continued without interruption until the present time. A sophomore literature course was added in 1924. The course alternated between American Literature and English Literature until 1954 when it was changed to an introductory course in the types of literature.

Eight hours of English are required for graduation, although under the present distribution, most students finish with either nine or twelve hours, depending upon the requirements of their proposed major and the requirements of the four-year college to which they plan to transfer.

INSTRUCTORS

By 1966-67, Clarinda College had four English instructors. In addition, the speech and drama instructor conducted courses in dramatic literature. All instructors hold master of arts degrees in their subject fields, and all have pursued advanced studies.

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FALL, 1967

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One English instructor sponsors the college newspaper. The speech instructor directs college plays, forensics, and other speech activities.

COURSE OFFERINGS

In 1966-67 the following courses were offered each semester:

14 sections of Composition and Rhetoric
4 sections of The Types of Literature
1 section of Mechanical Technology English
1 section of Introduction to Drama

One section of Style in Publication and Proofreading is offered the second semester.

COURSE DESCRIPTIONS

I. Composition and Rhetoric (1966-67 enrollment, approximately 300 per semester)

A. Semester I offers practice in written expression, organization, paragraph study, dictionary study, library usage, and the research paper. A minimum of eleven themes.

Textbooks: Martha H. Cox. *A Reading Approach to College Writing*
Harbrace Handbook
Harbrace Guide to the Library and Research Paper
New World Dictionary

Supplements: *English 3200*
Gowan's *English Review Manual*
H. C. Hardwick. *Words Are Important.*

B. Semester II is a continuation of writing on subjects based on issues suggested by readings in tragedy and comedy. Critical and creative writing. A minimum of eleven themes.

Texts: Levin. *Tragedy*
Felheim. *Comedy*

II. The Types of Literature. A sophomore course (1966-67 enrollment, 120 per semester) focusing upon the five major types of

literature, their distinguishing characteristics, with analysis of representative examples of each type and the writing of critical essays.

A. Semester I is the study of the short story and the novel.
B. Semester II is the study of poetry, drama, and the essay.

Text: Francis Connolly: *The Types of Literature* supplemented with paperback novels.

III. Mechanical Technology English (1966-67 enrollment, 18 per semester) is a study of report writing and public speaking. Emphasis is placed on organization and clear, correct, and simple expression.

Texts: Ulman and Gould. *Technical Reporting*
Barnes. *A Speech Handbook*

IV. Style in Publication and Proofreading (1966-67 enrollment, 17)

This course was designed to prepare students for employment as proofreaders for the Poole-Clarinda Company, printers of textbooks. The course is also open to other students, and includes a review of grammar, spelling and other mechanics, and all other features of form and style for publication.

Text: The University of Chicago Press: *A Manual of Style*

V. Introduction to Drama (1966-67 enrollment approximately 50 each year).

Introduction to Drama combines dramatic literature, oral interpretation, and acting.

EVALUATION

The English department at Clarinda Community College is considered one of the strongest in the college. The present instructors are well qualified and experienced, and all take a personal interest in the needs of the individual students. The standards are high and the grading is conservative.

In the freshman course, the semester on tragedy and comedy is particularly successful. For many students, this is the first contact with classics and the response is mainly enthusiastic.

The sophomore course seems especially well suited to the junior college curriculum. It is a good introduction to literature of all types and prepares students for a better understanding of reading assignments in advanced courses or in courses concentrating on one type or one genre. It is equally valuable for terminal students who may never enroll in another English course but who will have a sound basis for selected reading.

Although the reports that come back to the college indicate that transfer students do well in four year colleges, we are not satisfied with the results of our writing program. We also feel that there are definite weaknesses in the program as a whole.

I. There is not enough diversity in the course offerings. Recommendations for 1967-68 are for additional courses:
   A. Survey of American Literature
   B. Survey of English Literature
   C. The English Language (alternative Linguistics)
   D. Possibly some remedial sections meeting five hours per week for three hours credit. An alternative to this could be a non-credit workshop.

II. There is a need for an increase in staff.
   A. Teaching loads are fifteen contact hours.
   B. Three instructors teach all freshman courses.
      Nine to twelve hours of freshman instruction should be the limit.
   C. Some freshman sections are too large for efficiency.
      Freshman sections should be limited to 20-27; remedial sections to 15-20.

III. In spite of long and intensive practice in expository writing, many students do not write well at the conclusion of the course.
   A. Since the public junior college cannot be selective, too many entering students are extremely weak in communication skills.
   B. Since the department is understaffed, it is not possible to devote as much time as it would take to accomplish significant improvements for these very weak students.
   C. Most classes are too large and mixed for sustained remedial work within the classroom.
   D. There are no doubt some students who are unable to master communication skills under the best of circumstances.

IV. The unit in research and the writing of the research paper is not successful. Despite close supervision of the project, students at this level seem lacking in motivation to pursue a genuine investigation. Plagiarism is a constant problem. The department is seriously considering eliminating this unit from freshman composition.

These we consider the most serious weaknesses at present. Other problems are minor.

CONCLUSION

There is pride in this department, but no complacency. The staff are alert to the deficencies and the need for improvement. They are also keenly intent upon strengthening the whole department.

MARSHALLTOWN COMMUNITY COLLEGE

MacBurnie Allinson

FRESHMAN ENGLISH

The "Freshman English" here is set in what could be called a three track system. The *regular* frosh English consists of one semester of expository expression—that means the writing of themes with essays for a basis and examples. The emphasis is on clear and logical expression as well as the use of standard spelling and punctuation.

While all instructors use the same anthology and the same grammar and usage handbook—selected by a consensus of those teaching this main course of frosh English—there is no course syllabus, no specified emphasis to be followed by all instructors. Class loads are limited to one-hundred composition students and twelve semester hours of class. What would be equivalent to fifteen three-hundred word themes is expected as are individual conferences on the students' written work. In the year 67-68 the term paper will be taken up during this semester. These are usually not long pieces of work but four to eight pages of material, stressing form and method and lack of plagiarism.

The second semester course continues the writing emphasis; however, the writing is keyed on works of literature rather than the essays used in semester I. The student is introduced on a not so formal basis to poetry, plays, and short stories in an anthology. Some instructors use paperbacks here on an individual and/or a class basis. While instructors still stress standard English, a more creative type of writing is often called for in semester II.

For students with scores below 20 in the English section of the ACT test or those who it seems will benefit most from the program, there is at MCC a "Basic Skills English" which is usually taken without credit. Three hours of credit in English I is given to some on a basis of test scores and the approval of the instructor (about 10%). This course meets five hours a week throughout the semester. At the end of the first semester the class is divided into three groups:

1. Those who received credit for English I (3 hours).
2. Those who begin English I the following semester (about 75% of those completing the course).
3. Those who in the view of the instructor are *not* ready to begin semester I English and who need a second semester of intensive work on writing and who will continue for a second semester of basic skills English.

The basic skills course uses workbooks, writings that the class as a group (most are young men) will appreciate such as Salinger's

Catcher in the Rye, spelling assignments and the like. A linguistic approach to language is used and avoidance of the puristic approach is encouraged. Here this program is considered a thorough success. There are some failures (about 10%) but these are hardly excessive. The two most needed factors for the student are motivation and native intelligence, in that order.

For the last two years here we have had sections in English I, the "advanced" sections. These are taught by the same instructor who has developed a course stressing rhetorical method, logical thought as well as the matters of the essay in semester I and the literature approach found in semester II. The writing is on a somewhat more mature level and other variations such as assignments in magazines or simply subject matter areas are used. This last year (fall semester) there were some fifty enrolled in the advanced section, some 125 in the basic skills program, and some 500, give or take fifty, in the regular program. Here presently in semester II there will be about 50 in the advanced, 500, give or take fifty, in the regular program (125 in English I) and about thirty in the basic skills English.

That roughly takes care of the Freshman English program. There is a night course offered every year of English I and II for those in the city who are unable to attend the day program.

LITERATURE

The literature program has changed over the past three years (I am in my third year here at MCC). Three years ago it was:

World Literature I -lst semester-4 hours
World Literature II-2nd semester-4 hours
World Literature I -lst semester-3 hours (offered at night)
World Literature II-2nd semester-3 hours (offered at night)

"World Literature" included English and American literature, ancient literature, Russian literature, and whatever had been mastered by the literature teacher in his college work.

Last year and this year the program has consisted of:

English Literature I -lst semester-4 hours
English LiteratureII-2nd semester-4 hours
World Literature (no English or American) -lst semester-4 hours
American Literature-2nd semester-4 hours
World Literature-lst semester-3 hours (evening course)
American Literature-2nd semester-3 hours (evening course)

Our projected program for 1967-68 is:

Semester I:		Semester II:	
World Literature I	3 hours	World Literature I	3 hours
American Literature I	3 hours	American Literature II	3 hours
English Literature I	3 hours	English Literature II	3 hours
Shakespeare	3 hours	20th Century Literature	hours

The Shakespeare section will be dropped from the English Literature I. The three hour course offerings are expected to make the courses more easily fit into schedules, requirements and the like.

Also proposed for 1967-68 is a drama readings course for three hours. This will be for drama majors and others and will probably be offered one semester only.

And, oh, yes! We are beginning this semester as a night course a course in creative writing (they may call it advanced writing - I'm really not sure). This will carry two hours credit.

In the technical and non-transfer area we offer Technical English I and II. Each of these is a two hour course designed to fit in with work in drafting and other technical areas.

For the fall of 1967 we intend a course in practical English for secretaries for three hours credit to fit the needs of the Business Department.

I would, at this point, make comment that we are here blessed with a competent and willing staff. We have been able to hire without exception simply excellent people. One of the problems that arises on occasion is the holy attitude of the ignorant English teacher who praises himself by burlesquing the efforts of students whose English is non-standard. I have an idea that we share this foul disease with the high school and the four year college. We are more fortunate than some Community College teachers in that the load here is 100 students or less in the area of composition. This situation has come about largely through the efforts of a former dean. We have individual office area for the most part—two of us still share—and this helps in the matter of student theme conferences.

Another problem is the eventual discouragement with students who, for whatever reason, fail to attend class, fail to do their assignments, and eventually fail "needlessly". This tends to develop a pragmatic and uninspired attitude. But all that is rather beside it. The family is relatively happy. None are reticent to voice opinion here. Load is manageable. We assume that the Area Board will learn and become as useful as the Marshalltown School Board has been and that we will be able to hoe our little garden patch of weed and tomato in relative peace.

THE CLINTON CAMPUS OF THE EASTERN IOWA COMMUNITY COLLEGE

Melvin A. Erickson

Clinton Community College was established as a junior college in 1946 by a vote of the people. It became a part of the Eastern Iowa Community College District (Area IX) in 1966.

The college moved into new quarters in September of 1965. There are actually five buildings under one roof including fifteen classrooms, a stage and auditorium, a student center, library, and offices. The philosophy and objectives of the school were kept in mind when the building was designed and constructed.

Students enrolled include those who want to transfer to a senior college, those who may culminate their formal education, and those enrolled in special programs such as drafting, electronics, and nursing. The enrollment for 1966-'67 is 758 students. Of this number, 400 are first year students. Of the first year students, 330 are enrolled in the regular English Composition classes; 40 are enrolled in the remedial program; and 30 are enrolled in the technical writing program.

Six hours of English and two hours of Speech are required for the Associate of Arts Degree. Therefore 380 freshmen enrolled in Speech 111. Thirty of them elected to take Drama. The student may elect to take 3 to 6 hours of World Literature during his second year. This year there are 140 students taking World Literature, a course which is taught to help fulfill the requirements in the humanities. To teach these subjects there are five instructors who hold Master's Degrees with additional hours in their specialized fields. Two of these teachers were called back out of retirement for the 1966-'67 school year.

The English Composition classes are planned to meet the needs of the transfer students as well as the needs of those who will not transfer. Report Writing or Technical Writing is offered to those students in the special programs.

The sections of the regular English classes are grouped into a three-track system according to the abilities of the students. The groupings are based upon high school records and college ACT scores. Every entering freshman student must take the American College Test. In addition, the English department administers a reading and writing test for all of the first year students enrolled so that students needing remedial work can be culled out and given additional help. This year we used the California Reading Test and the Missouri College English Test. Next year we hope to hire an instructor who can supervise a writing laboratory or writing clinic to help those students woefully handicapped in their language

habits and who want to catch up before transferring to a senior college. We expect most of the high ability group of students to transfer after two years. Many of the students from the average sections will transfer also; in fact, the majority tend to. We expect few, if any of the low ability students to transfer, and therefore we establish different objectives for the three-track program.

The English course for future transfer students includes a great deal of writing in addition to a study of the written and spoken language and reading. The student has frequent writing assignments and does much revision. Many of the papers are written in class and revised "on the spot" by the students. Impromptu themes written in class add extraordinary weight in computing a student's grade. Emphasis is placed on the different forms of discourse; narration, description, exposition, and persuasion.

After the students have written two or three impromptu themes, they are given an introduction to the use of the library. Only those students who have not been oriented to the sources of research information in high school need to pursue this phase of the program.

As early as possible the student is also asked to read student-written themes and to evaluate them in the light of what he thinks they are worth. By this time he has been taught some theme structure, organization, development, and diction. The thesis or main idea is discussed along with introduction, body and closing. Emphasis is placed on what the student already knows and can do rather than what he doesn't know or doesn't do right. The objective of this assignment is twofold: to make the student more conscious of writing done by his own classmates and to make him proofread as best he can. The theme approach is always kept in mind.

Organization of the theme is introduced after the student has had three or four impromptu writing assignments. Composition classes at Clinton Community College follow this pattern: the whole theme, organization, the paragraph, sentence, word, diction, mechanics; then the whole theme again. This pattern has about as many variations as there are teachers. The principles of relationship and generality are studied. Ideas of relationship show how patterns develop, and six well-used patterns are studied: chronological, causal, climactic, comparison-contrast, spatial, and enumerative. Once the student realizes how these patterns are used in articles in newspapers and magazines from *True Story* to the *Atlantic Monthly*, there is hope that the relationship patterns will come alive and not appear as a mere list of items to be memorized.

After the student has studied structure and organization, he is usually aware of his most glaring weaknesses such as overgeneralizing and misuse of words. The student can see the importance that words play in our lives; therefore this unit generates a lot of interest. Each student is required to buy a college dictionary (Webster's *New World* or another recognized one). A dictionary study is required from each student. Introductory pages of the dictionary are

studied in detail as well as misconceptions of lexicography. Various viewpoints are introduced showing the authoritarian approach and the linguistic approach with emphasis on realistic word usage rather than vague usage.

Several days are spent working with speech labels and speech types, and correlation with writing is carried out. The amount of time spent with each word area depends upon the individual section of possible transfer students. Most areas of word usage are covered: idioms, improprieties, slang, jargon, triteness, and wordiness. The usual consideration of standard and non-standard English is presented, too.

We correlate varied reading material with the writing assignments. In reading, the student is taught to paraphrase, to apply logic to test conclusions, and to reject slanted material. The more ambitious students participate in class analysis of master works, supplemented by a solid reading program out of class. The student also becomes familiar with a variety of types of literature: short story, essay, novel, drama, and poetry. The reading text is *Repertory* by Blair and Gerber published by Scott, Foresman. The materials recommended by the National Council are also used as guidelines. Each student is required as a supplementary activity to read 1000 pages of material each semester.

Other textbooks used by the transfer students are *A Reading Approach to College Writing* by Cox and Foote, *Writer's Guide and Index to English* (Fourth Edition) by Porter Perrin, *Themes for Study* by Corrigan, and *How to Read and Write in College* by Dodge.

Texts used by track-two and track-three students include the following:

Rex Burbank, *Idea and Form: Reading for Writing*
Cowan and McPherson, *Plain English Please*
Liedlich and Smith, *From Thought to Theme*
Richards and Romine, *Word Mastery*

Much use is made of visual aids in all sections, especially in the average and basic sections. One of the instructors just completed a demonstration on the overhead on the use of concrete and specific words. Sometimes the students are encouraged to write the assignment in pencil. Then the material is copied on the overlay by use of the Thermo-Fax and placed on the overhead projector. Another method is to have students write their themes on Master sheets. Then ditto the papers, divide the class into small groups, and have them read and evaluate their papers. This method works and saves hours of time. There are many variations of these methods. The ones we have discussed help our students.

SOUTHWESTERN COMMUNITY COLLEGE

Edna McGuire

Southwestern Community College at Creston, Iowa, seventy-five miles southwest of Des Moines, is a junior college and vocational-technical school for Area XIV, one of sixteen areas established in accordance with provisions made by the 1965 Iowa General Assembly. It came into existence on July 1, 1966, when it absorbed the former Creston Community College, and is expected to grow and change rapidly in the next few years.

Serving an area of eight counties, it operates academic, vocational, technical, and adult-education divisions, each with its own dean or director. It is controlled by an eight-member area Board of Education, one member elected from each county, and by the State Department of Public Instruction, which, with the State Board of Regents, also sets approval standards and evaluates the College by them.

Physical Plant. The Board of Education has purchased a 406-acre site for a campus, and architects have designed an initial all-purpose circular building to be completed as early as January 1969. In the meantime, the academic division occupies a former junior-senior high school building, the vocational division a garage, and the administrative offices a store building. A former hospital provides a girls' dormitory and some technical division classrooms.

System of Instruction. Southwestern is on the semester plan, with an eight-week summer session. Classes for credit are held both on and off campus, day and night. Among off-campus offerings are such courses as mathematics for employees of a company forty miles from Creston, but still in Area XIV, and a vocational class in power sewing machine operation. Instructors in addition to the regular staff are employed for some of the night courses.

Student Body. Total enrollment in the first two semesters of Southwestern's operation as an area school was 555, of whom 341 were in the academic division's day classes. Two thirds of these latter students were male, and most of them came from Creston and from other area towns and farms.

Some academic students plan for one year of college, some for two years, and some transfer to four-year institutions. For terminal students business and liberal arts courses are popular; most transfer-program students plan for degrees in liberal arts and business and in education, engineering, veterinary medicine, or other professions.

English Course Offerings, Academic Division. Six hours, or two semesters, of English composition and two of speech are required of all regular full-time day students, and successful completion of

these courses is required of all graduating students.

No literature courses are required for graduation, but four are offered: Introduction to Literature (2 semesters, 6 hours), World Literature (2 semesters, 8 hours), American Literature (2 semesters, 6 hours), and Children's Literature (1 semester, 3 hours).

Enrollment in English Courses. Enrollment in the required courses averages about two thirds of the student body, approximately 225, for the first semester. A total of about 130 students take either one or two semesters of one or more literature courses in the two semesters of the regular academic year.

Number and Size of Sections. To limit the size of English composition classes to 25, the department offers nine sections the first semester. Enrollment in literature courses is not large enough to justify more than one section of each.

The English Faculty. There are three full-time English instructors (speech is taught as a separate course by one full-time instructor). Two have master of arts degrees from the State University of Iowa and one from the University of Missouri.

All are experienced teachers. One has a total of 10 1/2 years of teaching experience, two being in the junior college and one in a four-year college. Another has 25 total years, two in junior colleges and five in a university. The third has 30 total years, 19 in a junior college.

Instructor Load. So far, loads have been limited to 12 or 13 hours, with the sizes of classes limited as explained above. Numbers of preparations vary from one to three. One instructor serves as the head of the department, and all help to sponsor the college newspaper or yearbook.

Analysis of Courses

Composition. Texts: (1) A rhetoric and handbook: McCrimmon, James M. *Writing with a Purpose*, 4th ed. Boston: Houghton Mifflin Company, 1967. (2) A book of essays: Decker, Randall E. *Patterns of Exposition.* Boston: Little, Brown and Company, 1966. (3) A research guide: Coyle, William. *Research Papers*, 2nd ed. New York: The Odyssey Press, Inc., 1965. (4) *Webster's Seventh New Collegiate Dictionary.*

Course Content. First semester: (1) mechanics and the fundamentals of grammar and usage; (2) the structure of sentences and the order of words, rhetorically effective sentences, and the use of a dictionary; (3) preparation for writing, i.e., choosing and limiting a subject, stating a thesis or purpose, and outlining; (4) paragraph writing; (5) expository writing. The book of essays and the rhetoric complement each other well in the teaching of the methods of developing expository writing by examples, by compari-

son and contrast, by analogy, and by various analytical patterns.

Second semester: (1) punctuation, (2) vocabulary and diction, (3) the library and the research paper, (4) logic, (5) argumentative and persuasive writing, (6) description and narration in expository writing.

Amount of Writing. First semester: several paragraphs with different orders of development and fourteen to sixteen 300- to 500-word expository papers, a scant half of which are done in class. Out-of-class papers are from 400 to 500 words in length; and in-class ones, 300 words.

Second semester: a short research paper of 500 words and a longer one of 1800-2200 words and, if time permits, two papers each of argument or persuasion and of the use of description and of narration in the development of exposition.

Grading Practices: Students are provided a manual including an explanation of grading practices. Mechanics and usage, organization, style, and development of content are considered in the determination of a single grade for a theme. Papers with more than four "serious" errors per hundred words receive automatic F's.

Evaluation of Course: The course is about as comprehensive a one as students can adjust to, even with the individual attention possible with a good instructor-student ratio. Instructors sometimes wish for a miraculous solution to the problems of motivating students to write and to see in their daily lives and experiences the specific details from which worthwhile ideas can be developed.

The near future holds promise for a program in developmental reading, which will be based upon a careful diagnosis of each student's reading problems.

Literature. Anthologies are used as textbooks in all of the literature courses, and rather extensive use is made of phonograph recordings. Methods of instruction include lectures and student discussion. In all except Children's Literature from two to four interpretive and/or analytical papers are assigned per semester.

Introduction to Literature. Text: Knickerbocker, K. L. and H. Willard Reninger. *Interpreting Literature*, 3rd ed. New York: Holt, Rinehart and Winston, 1965. The first semester includes the novel and the short story; and the second, poetry, drama, and essays. A special project for *A Tale of Two Cities* involves identifying figures of speech and symbols and diagraming the plot.

World Literature. Text: Mack, Maynard and others, eds. *World Masterpieces.* 2 vols., rev. New York: W. W. Norton

& Company, Inc., 1965. This course is a survey of Western literature with a mimetic approach. The second semester begins with the Neoclassic Age.

American Literature. Text: Foerster, Norman, ed. *American Poetry and Prose.* 2 vols., 4th ed. Boston: Houghton Mifflin Company, 1962. This course is a survey of American literature. The first semester is a prerequisite to the second, which begins with Walt Whitman. Five paperback novels supplement the anthology: *The Scarlet Letter, Moby Dick, The Adventures of Huckleberry Finn, The Red Badge of Courage,* and *Catcher in the Rye.*

Children's Literature. Text: Arbuthnot, May Hill. *The Arbuthnot Anthology of Children's Literature*, rev. ed. Chicago: Scott, Foresman and Company, 1961. Students read fifty children's books and prepare annotated bibliographies for them. Oral work includes choral reading by the class and reading poetry and telling a story to the class.

IOWA CENTRAL COMMUNITY COLLEGE

Kenneth L. Waterman, Chairman
Department of English, Speech, and Literature

Iowa Central Community College was organized in 1966 as a result of Senate File 550, the Area School Act, passed by the Sixty-First General Assembly. This act allowed two or more counties to merge and create an area community college. The nine counties of Buena Vista, Calhoun, Greene, Hamilton, Humboldt, Sac, Pocahontas, Webster, and Wright were designated as Area V. At the time of organization there were already three public community colleges in the area: Eagle Grove, Fort Dodge, and Webster City. These three colleges have now been organized under a central administration with offices in Fort Dodge. During the past school year the three centers have been operated by the community districts; the faculties have been busy, setting up the framework and organization of the area college, which will be on its own as of July 1. Early in September an English and Language Arts Committee of faculty members from the three centers was formed to survey, evaluate, and plan for the development of the Department of English, Speech, and Literature for the new school. A report was submitted in November, and plans for the future are under way. Consequently, during this period of transition it is difficult to describe just what is happening, except that we are hoping to build on the good features already present in the three centers.

Fort Dodge Community College has been in continuous operation since 1921; since 1930 the English Department has been under the excellent direction of Miss Ruth Goodrich, who retired just last June. In general the present offerings at the Fort Dodge Center have proved quite satisfactory for our students who plan to transfer to the three state universities and other four-year colleges. During the Freshman year we concentrate on composition with a four-hour course in Communication Skills each semester. Twenty-eight has usually been the maximum number of students permitted in a section, and many classes have been smaller. We have been fortunate in having staff members who are qualified and interested in concentrating on reading, writing, and speaking skills. We have found that the four-hour course, where an instructor has contact with the student four times a week instead of three, gives just that extra hour needed to meet the needs of the varying types of individuals we enroll. This last year we enrolled the top-ranked student in a graduating class of over 300 from our local high school as well as a student who was second from the bottom of the list. In addition, we have adults who might have been the parents of either. The addition several years ago of a one-semester

remedial course in composition (3 sections of 15-20 each), and the designation of special sections for honor students have enabled us to meet such individual needs somewhat more easily.

The offerings in literature are elective courses for sophomores, but most of our sophomores choose a literature course to meet our graduation requirements in the humanities. The content is structured to give students some skill in understanding the forms of literature and to call their attention to enduring personal and social values as they appear in the readings. Further training in writing is also continued. We have tried to keep the literature content and the number of courses offered from infringing on the senior college level. Our present offerings—Introduction to Literature (4 s.h. each semester) and American Literature (3 s.h. each semester) seem to meet well the needs of our students transferring to other colleges, and also the cultural needs of our vocational students who find time to take such courses.

The offerings in speech are also elective except for the basic speech work taught in Communication Skills. Rather surprisingly, the only students required to take the semester course in Public Speaking are in the Food Marketing Management program. The adoption several years ago of semester courses in Discussion, Acting, and Play Production has facilitated somewhat the continuance of speech activities both in and out of the classroom.

Our present departmental staff of eight, at the Fort Dodge center, will be increased to eleven next fall. As of June, they are all under contract and are preparing to handle next fall twenty-two sections in Comm. 1, two in Comm. 2, three in Remedial Composition, four in Speech, and ten in Literature. In addition, three of our staff will be teaching special English courses for the students in the vocational programs of Nursing, Medical Assistants, Electronics, Auto Mechanics, and Executive Secretary. At the present time we are happy to cooperate with the vocational departments in this way since they feel the need of English courses especially tailored to their needs, and they have been unable to find such specialized instructors.

It is the opinion and observation of this writer that the students in the two-year vocational programs, those who actually complete the program, actually progress as well, and sometimes better, in the regular college transfer English. I have observed this particularly with the Professional Nursing and Food Marketing Management students. Such programs are highly selective and require well-motivated individuals, capable of regular college work. I am happy to report that our vocational program coordinators have agreed to allow any of their students with "good" backgrounds in English to register for the college transfer English sections if they wish.

This has been a description of our program today and the direction in which we are moving. Certainly the future will bring

changes as our enrollment grows, new facilities become available, and our experience with the area college concept increases. Let us give you another report four years from now.

MUSCATINE COMMUNITY COLLEGE

James R. Seaney
Muscatine Community College

Muscatine Community College, now the Muscatine Campus of Eastern Iowa Community College, was founded in 1929 to give two years of college work leading to professional courses or a liberal arts degree.

In March, 1966, the state legislature approved merger of the county school systems of Clinton, Scott, and Muscatine counties and four contiguous systems in Cedar and Louisa counties. The purpose of the merger was to most effectively offer pre-professional education, Vocational-Technical education, and programs for community service which at present include high school completion programs.

A new college building on a separate campus was ready for occupancy in September, 1963. The building was made possible through a generous grant from the C. R. and Margaret Musser Trust, a gift of land near the city park from H. J. Heinz and Mr. Clifford Heinz, and contributions of more than $80,000 from the public.

Freshman English is required of all full-time students entering MCC except those enrolled in the Feed and Fertilizer Marketing and Technology program. These students receive specialized instruction from the qualified personnel of the Vocational-Technical department.

Freshman English is divided into three separate courses. Freshman English A is designed for students who indicate superior verbal ability as evidenced by standard ACT scores of 24 or above in English, 23 or above in social studies, and high school grades of B or better in English. The course consists of advanced rhetoric and composition, with emphasis on semantics the first quarter, the history and structure of English the second quarter, and critical approaches to literature the third quarter.

Freshman English C is designed for English students whose standard ACT scores fall below 19 in English, 17 in social studies, and who have an average of C or less in high school English courses. Emphasis is on basic sentence structure and composition. A laboratory approach is used, with four or five hours attendance per week required.

Freshman English B is designed for students falling below requirements for English A and above requirements for English C. It is a traditional class, studying the principles of rhetoric and communication, argumentation and logic, and appreciation of literature.

A survey of American literature is offered to Sophomores who are potential English Majors. Others may elect World literature, a study of classical Greek and English authors. A course in reading improvement is offered, and this September, Journalism will be offered for the first time.

This spring, 33 students enrolled in two classes of English A, 173 in ten classes of English B, and 96 in six sections of English C. In addition, 63 were enrolled in reading improvement, 165 in World Literature, and 22 in American Literature. This means that 530 students of a total enrollment of 640 were enrolled in a course offered by the English department.

Of the five presently on the English faculty, one received a Master's Degree from Central Missouri State, one from Indiana State University, two from the University of Iowa, and one received an M.F.A. from the University of Iowa.

English teachers chaperone the usual parties and ball games. This fall, for the first time, the production of the newspaper and yearbook will be the exclusive responsibility of the new class in journalism. Students will be able to earn up to six credit hours toward graduation in Journalism, and scholarships are available for the editors of the yearbook and the newspaper.

Since Eastern Iowa Community College is adopting the quarter system, the English department reviewed its Freshman English offerings.

Freshman English C will remain unchanged, but will come under intensive study this year. There is some feeling that the course should be omitted in favor of a voluntary tutorial system. The class presently meets four days weekly and carries three hours of credit. Many completing the English C program have done well in subsequent academic work.

Freshman English B will experiment with the four-day week. The fourth day is expected to be not just another class day but a laboratory day reserved for conferences, small groups, attention to special problems, and so forth. English B uses Birk and Birk's *Understanding and Using English* and Beal and Korg's *Complete Reader.*

Freshman English A uses Hayakawa's *Language in Thought and Action,* W. Francis Nelson's *The English Language,* and a critical anthology of literature.

The strong points of the English program are the new reading and writing laboratory, the willingness of the faculty to experiment and question, and the dedication of the faculty.

The weak points of the English program are the large classes. The administration is unable to understand the burden of grading 75 themes week after week in addition to the reading and teaching duties expected of other teachers. However, the administration is open to new ideas, such as the four-day week, released time for such duties as sponsoring publications, and released time for the department chairman.